

<b>Problem/Issue</b>	<b>Goal</b>	<b>Outcome Objectives*</b>	<b>Inputs</b>	<b>Activities</b>	<b>Short-term Outcomes</b>	<b>Long-term Outcomes</b>
<p>Many children are not developing the social-emotional skills needed to succeed in school due to:</p> <ul style="list-style-type: none"> <li>• limited family/provider education,</li> <li>• limited access to mental health services that are family-friendly,</li> <li>• inequitable system of care,</li> <li>• lack of communication across agencies in the state</li> </ul>	<p>Strengthen the foundation for a collaborative system to link social-emotional health and early childhood concerns by:</p> <ul style="list-style-type: none"> <li>• increasing public awareness of the importance of social-emotional health</li> <li>• Focusing on prevention and early intervention</li> <li>• Exploring ways to strengthen the parent/child/provider/professional relationships</li> <li>• Facilitating training opportunities</li> <li>• Expanding resources for mental health services with young children including a) future workforce and b) screening for social-emotional development</li> </ul>	<p>Increase public awareness</p>		<p>Meetings with group members and partners to:</p> <ul style="list-style-type: none"> <li>• Define indicators of social-emotional health and associated terminology</li> <li>• Locate or develop an information sheet about the importance of social-emotional health</li> <li>• Identify a state agency or program that can be used as a central contact for social-emotional information</li> </ul>	<p>Information about social-emotional health will be distributed across the state</p>	<ul style="list-style-type: none"> <li>• Children are healthier (as indicated by improvement in health indicators) because the public values social-emotional health as necessary to overall health, development, and wellbeing</li> </ul>

		<p>Explore new ways to strengthen the caregiver/child relationship, and relationships among early childhood providers, mental health professionals, young children and their parents</p>		<p>Meetings with partners will meet to:</p> <ul style="list-style-type: none"> <li>• Identify a functional screening measure that can be used across systems</li> <li>• Define threshold to refer for services</li> <li>• Develop training for administering, scoring, interpreting screen</li> <li>• Provide trainings and continuing education for family and providers about importance of social-emotional health</li> <li>• Define competencies related to training</li> <li>• Improve data collection</li> <li>• Utilize accurate data in decision-making</li> </ul>		<ul style="list-style-type: none"> <li>• Parents, providers, and professionals of young children are well-trained and competent in social-emotional development.</li> <li>• Families and providers are aware of and access supports when needed.</li> <li>• Health information technology is used to communicate across systems and over time</li> </ul>
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		Focus on prevention and early intervention to better meet the mental health needs of young children and their families			<ul style="list-style-type: none"> <li>• Health and development screen for young children will have a social-emotional component</li> <li>• Assessments will be used to identify emotional/developmental needs</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate and stable resources for prevention, early intervention, and treatment services are available and accessible throughout the state;</li> <li>• All systems of care incorporate a uniform, standardized social-emotional screening in assessment process including EPSDT.</li> <li>• There is a paradigm shift/ new model to encourage prevention and family-friendly treatment and reduce out-of-home placements.</li> </ul>
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		Facilitate professional development training opportunities for mental health and early childhood providers		Meetings with higher education and providers to: <ul style="list-style-type: none"> <li>• Define and develop curriculum</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Social-emotional development and evidence-based treatment are infused in higher education curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Professional training and education provide a workforce ready to support social-emotional development</li> </ul>
		A coalition of partners will use a resource mapping process to develop the capacity for expanded, shared resources available to families and providers (reworded some)	Facility for meetings  Money for snacks and beverages  Project staff time to collect existing resources directories  Resources to develop and maintain web-site, 1800 number, etc.	<ul style="list-style-type: none"> <li>• Identify baseline of needs assessments and databases currently available</li> <li>• Identify products (web-based, 1-800, paper)</li> <li>• Identify partners</li> <li>• Identify barriers</li> <li>• Develop action plan to collect, analyze, report, update, and sustain resource map</li> </ul>	Uniform mapping of resources across the state (database)	<ul style="list-style-type: none"> <li>• Families and providers have access to resources (funding, training, and services) across the state.</li> </ul>

\*Taken from AECC description of objectives for social-emotional health